Under this latter category, two Albertans will study at Washington University, St. Louis, Missouri, from June 1962 to June 1963. One of these students, Halia Boychuk, received her bachelor of education degree in the May, 1962 convocation. Miss Boychuk is a native Albertan, having received all of her education in this province, at Cork and at Ashmont. She received a Governor-General's award in Grade IX and a Hotelman's Association scholarship in Grade XII. She served as secretary-treasurer of the students' union at Ashmont. Miss Boychuk has received a Queen Elizabeth scholarship during her years at the University of Alberta.

The other participant is Alexander J. Dawson. Mr. Dawson received all of his education in Edmonton. He took Grades VIII and IX in one year and completed high school at Victoria Composite High School in 1958. Then he entered the three-year general program, obtaining a bachelor of science degree, majoring in mathematics, in 1961. During the 1961-62 academic year, Mr. Dawson attended the Faculty of Education in the program leading to certification following an approved degree.

MATHEMATICS TOURNAMENT, CRESCENT HEIGHTS HIGH SCHOOL, CALGARY, by Sharon Brown

> Editor's Note: Miss Brown is a member of the Eleven A class at Crescent Heights.

The second Annual Mathematics Tournament between Crescent Heights High School and Viscount Bennett High School was held on Tuesday, April 17. It was won again by Crescent, by a score of 77 to 68. The highest individual score was a tie between Marlene Warren of Crescent and Michael Smith of Viscount with 23 points each.

Teams, composed of four members from each school, were selected by means of elimination contests held several days prior to April 17. The judges, three in number, were Miss Eva Jagoe (Viscount Bennett), Miss Olive Jagoe (Crescent Heights), and D. Dack (Central).

The contest consisted of a series of three ten-minute tests with a five-minute break between each. The spectators were also given copie of the tests to work and were given the solutions during the breaks.

This year's tournament was arranged by the Eleven A Mathematics 20 class of Crescent Heights under the leadership of Mrs. M. Melech and Miss H. Morrison. Chairman, scorekeepers, timekeepers, pages, and ushers were all volunteers from Eleven A.

BOOK REVIEW, by H. S. Hrabi

Editor's Note: Mr. Hrabi is mathematics consultant for the Department of Education.

INTRODUCTION TO MATHEMATICS

Brumfiel, Eicholz, and Shanks; Reading, Massachusetts, (Addison-Wesley Publishing Company, Inc., 1961) xi + 323 pp., $4.

This book is the first in a series intended to serve the mathematical needs of students from Grades VIII to XI, and results from an experimental program carried on at Ball State Teachers' College, Muncie, Indiana. The experimental program was initiated in 1955, with most of the materials being tested at the Ball State Laboratory School. However, as the experiment broadened in scope, several other high schools in Indiana became involved. Other books in the series include ALGEBRA I (Grade IX), GEOMETRY (Grade X), and ALGEBRA II (Grade XI). The latter text is still in press, but should be available shortly.

The content of Introduction to Mathematics represents a sharp contrast with conventional topics taught at the Grade VIII level. Unit I, entitled "Symbols and Numerals", includes the history of numeration systems and a study of the base 10 system, as well as systems to other bases. Unit II is entitled "Rational Numbers". Some of the very simple concepts of the real number system are discussed in the four chapters of Unit III. Unit IV, Algebra, begins with a discussion of simple notions regarding sets. These notions form the basis for the presentation of algebraic concepts. Operations with negative numbers are discussed and used in the solution of story problems. If the very small section on trigonometric relations is disregarded, the geometry content of Unit V approximates that in the present Grade IX mathematics course in Alberta. The approach is somewhat different though, in that this text uses point-set notions in defining geometric figures. For example, a line segment is defined as a set of points consisting of two points, A and B, and all the points between these points.